

GREENWOOD 50 SCHOOL DISTRICT

P.O. Box 248
Greenwood, SC 29648

GRADES PK-12

ENROLLMENT 9,149 Students

SUPERINTENDENT William P. Steed, Ed.D. 864-941-5400

BOARD CHAIR Ms. Dru James 864-223-1878

FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	14	3	0	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 32 out of 33 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Average	No

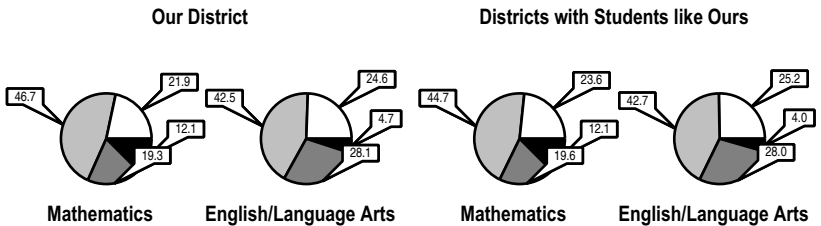
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	76.7	N/A	N/A	77.4	N/A	N/A
Passed 1 subtest	12.0	N/A	N/A	12.3	N/A	N/A
Passed no subtests	11.3	N/A	N/A	10.4	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	18.6	16.1
Seniors who met the SAT/ACT requirement	19.0	16.5
Seniors who met the grade point average	55.9	50.6

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	4,341	99.8	24.6	42.6	28.1	4.7	32.8
Gender							
Male	2,142	99.8	30.2	41.8	24.6	3.3	27.9
Female	2,199	99.9	19.1	43.4	31.5	6.0	37.4
Racial/Ethnic Group							
White	2,102	99.9	13.7	38.5	39.5	8.3	47.8
African-American	1,976	99.9	34.4	48.4	16.4	0.8	17.2
Asian/Pacific Islander	48	100.0	17.8	26.7	42.2	13.3	55.6
Hispanic	211	98.6	50.0	32.7	15.4	1.9	17.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	3,561	99.9	19.8	43.2	31.8	5.2	37.0
Disabled	780	99.5	46.5	40.3	10.8	2.4	13.2
Migrant Status							
Migrant	23	100.0	73.3	20.0	6.7	0.0	6.7
Non-Migrant	4,318	99.8	24.4	42.7	28.2	4.7	32.9
English Proficiency							
Limited English Proficient	198	99.5	55.6	30.1	10.5	3.9	14.4
Non-Limited English Proficient	4,143	99.8	23.3	43.1	28.8	4.7	33.5
Socio-Economic Status							
Subsidized meals	2,420	99.7	34.6	47.7	16.9	0.8	17.7
Full-pay meals	1,921	100.0	13.1	36.9	40.9	9.1	50.0
Mathematics							
All Students	4,341	99.9	21.7	46.8	19.4	12.1	31.5
Gender							
Male	2,142	100.0	23.2	45.4	18.1	13.3	31.4
Female	2,199	99.9	20.3	48.0	20.6	11.0	31.7
Racial/Ethnic Group							
White	2,102	100.0	12.1	39.8	27.5	20.5	48.0
African-American	1,976	99.9	31.2	54.9	11.0	2.9	13.9
Asian/Pacific Islander	48	100.0	4.4	37.8	15.6	42.2	57.8
Hispanic	211	99.5	37.7	43.8	13.6	4.9	18.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	3,561	100.0	16.6	47.1	22.1	14.2	36.4
Disabled	780	99.6	45.6	45.3	6.7	2.4	9.1
Migrant Status							
Migrant	23	100.0	60.0	33.3	6.7	0.0	6.7
Non-Migrant	4,318	99.9	21.6	46.8	19.4	12.2	31.6
English Proficiency							
Limited English Proficient	198	100.0	39.9	44.4	9.2	6.5	15.7
Non-Limited English Proficient	4,143	99.9	21.0	46.9	19.8	12.4	32.1
Socio-Economic Status							
Subsidized meals	2,420	99.9	31.2	53.2	11.7	3.8	15.5
Full-pay meals	1,921	100.0	10.9	39.4	28.1	21.7	49.8

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	724	99.7	17.7	44.8	32.6	4.9	37.6
	Grade 4	728	99.6	24.6	47.2	26.7	1.5	28.1
	Grade 5	693	99.9	30.3	47.7	21.2	0.8	21.9
	Grade 6	795	100.0	32.1	40.3	23.2	4.4	27.6
	Grade 7	693	99.9	25.0	46.7	24.5	3.8	28.3
	Grade 8	707	100.0	29.0	49.7	18.5	2.8	21.3
2004	Grade 3	741	99.6	18.1	34.3	37.9	9.7	47.6
	Grade 4	716	99.6	21.4	45.3	31.9	1.5	33.3
	Grade 5	729	100.0	24.2	50.3	24.5	1.0	25.5
	Grade 6	703	99.9	35.9	35.5	23.2	5.3	28.6
	Grade 7	781	99.9	25.0	49.8	21.6	3.6	25.2
	Grade 8	689	100.0	23.3	46.3	25.1	5.3	30.4

Mathematics								
2003	Grade 3	724	100.0	17.5	51.9	20.9	9.7	30.6
	Grade 4	728	100.0	19.7	48.9	19.9	11.5	31.3
	Grade 5	693	100.0	21.7	48.0	20.5	9.8	30.3
	Grade 6	795	100.0	22.0	38.4	24.6	15.0	39.6
	Grade 7	693	100.0	22.9	39.3	19.7	18.1	37.8
	Grade 8	707	100.0	31.0	47.5	13.7	7.8	21.5
2004	Grade 3	741	100.0	20.4	57.0	16.8	5.8	22.6
	Grade 4	716	99.7	20.6	48.0	18.7	12.7	31.4
	Grade 5	729	100.0	21.8	48.5	18.2	11.4	29.6
	Grade 6	703	100.0	20.2	41.2	23.8	14.8	38.6
	Grade 7	781	99.9	24.3	40.0	20.1	15.6	35.7
	Grade 8	689	100.0	23.9	47.4	17.9	10.8	28.7

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	645	97.4	15.8	25.8	31.2	27.1	58.3
Gender							
Male	328	97.0	21.2	27.7	30.9	20.2	51.1
Female	317	97.8	10.5	23.9	31.5	34.1	65.6
Racial/Ethnic Group							
White	358	98.0	4.1	17.0	39.9	39.0	78.9
African-American	265	97.0	29.4	38.9	21.0	10.7	31.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	88.2	60.0	13.3	13.3	13.3	26.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	561	97.9	9.3	26.2	34.2	30.3	64.5
Disabled	84	94.0	61.0	23.4	10.4	5.2	15.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	645	97.4	15.8	25.8	30.2	27.1	58.3
English Proficiency							
Limited English Proficient	10	100.0	80.0	N/A	20.0	N/A	20.0
Non-Limited English Proficient	635	97.3	14.8	26.2	31.4	27.6	59.0
Socio-Economic Status							
Subsidized meals	231	96.1	35.2	35.7	20.7	8.5	29.1
Full-pay meals	414	98.1	5.5	20.6	36.8	37.1	73.9

Mathematics							
All Students	645	96.7	17.7	28.6	30.2	23.5	53.7
Gender							
Male	328	95.7	20.7	27.6	27.0	24.7	51.6
Female	317	97.8	14.8	29.5	33.4	22.3	55.7
Racial/Ethnic Group							
White	358	97.8	5.6	24.3	35.8	34.3	70.1
African-American	265	95.8	32.9	36.1	22.1	8.8	30.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	88.2	46.7	6.7	40.0	6.7	46.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	561	97.7	11.8	29.0	32.9	26.4	59.3
Disabled	84	90.5	60.8	25.7	10.8	2.7	13.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	645	96.7	17.7	28.6	30.2	23.5	53.7
English Proficiency							
Limited English Proficient	10	100.0	60.0	N/A	40.0	N/A	40.0
Non-Limited English Proficient	635	96.7	17.0	29.0	30.1	23.9	53.9
Socio-Economic Status							
Subsidized meals	231	94.4	36.7	37.1	20.5	5.7	26.2
Full-pay meals	414	98.1	7.8	24.1	35.3	32.8	68.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	540	95.4%	547	18.6%	614	79.6%	N/A
Gender							
Male	250	95.2%	266	21.1%	302	76.8%	
Female	281	96.1%	281	16.4%	312	82.4%	
Racial/Ethnic Group							
White	312	98.7%	308	29.5%	315	90.5%	
African American	193	91.2%	220	0.5%	273	67.8%	
Asian/Pacific Islander	9	100.0%	11	81.8%	11	90.9%	
Hispanic	12	91.7%	8	12.5%	13	61.5%	
American Indian/Alaskan	N/A	N/A	0	N/A	1	I/S	
Disability Status							
Not disabled	496	97.0%	493	20.7%	546	83.7%	
Disabilities other than speech	39	79.5%	54	0.0%	68	47.1%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	508	96.5%	547	18.6%	N/A	N/A	
English Proficiency							
Limited English proficient	5	100.0%	0	N/A	7	57.1%	
Non-LEP	505	96.4%	547	18.6%	606	80.0%	
Socio-Economic Status							
Subsidized meals	113	89.4%	164	0.6%	193	68.4%	
Full-pay meals	395	98.5%	383	26.4%	421	84.8%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	95.4%	95.1%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	614	762
Number of Diplomas	489	584
Rate	79.6%	77.7%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	483	486	499	514	982	1000
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	18.6	18.9	19.5	20.2	19.2	19.7	19.4	19.8	19.3	19.8
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 9,149)				
First graders who attended full-day kindergarten	94.1%	N/C	95.6%	97.2%
Retention rate	2.9%	Down from 3.9%	5.1%	5.3%
Attendance rate	96.4%	Up from 95.9%	96.3%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.9%		5.3%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	6.0%		4.4%	5.1%
Eligible for gifted and talented	15.1%	Down from 15.7%	15.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.6%	Up from 12.2%	11.5%	10.9%
Older than usual for grade	5.6%	Down from 6.3%	4.3%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 1.5%	1.5%	1.1%
Enrolled in AP/IB programs	29.8%	Up from 21.8%	16.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	377	Up from 278	233	157
Completions in adult education GED or diploma programs	50	Down from 86	50	39
Annual dropout rate	3.2%	Up from 2.7%	3.9%	2.9%
Teachers (n= 606)				
Teachers with advanced degrees	43.9%	Up from 40.5%	51.3%	50.0%
Continuing contract teachers	89.9%	Up from 86.1%	85.6%	84.6%
Highly qualified teachers**	93.7%	N/A	92.7%	92.5%
Teachers with emergency or provisional certificates	3.9%		3.9%	4.4%
Teachers returning from previous year	91.0%	Down from 91.1%	91.0%	89.9%
Teacher attendance rate	94.1%	No change	94.9%	94.7%
Average teacher salary	\$39,893	Up 2.4%	\$41,370	\$40,566
Vacancies for more than nine weeks	0.7%	N/C	0.0%	0.3%
Prof. development days/teacher	12.6 days	Up from 12.1 days	12.6 days	12.0 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.6 to 1	21.7 to 1	21.0 to 1
Prime instructional time	89.0%	No change	89.7%	89.5%
Dollars spent per pupil*	\$6,641	Down 3.4%	\$7,160	\$7,217
Percent of expenditures for teacher salaries*	58.1%	No change	56.3%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	93.5%	Down from 94.6%	97.4%	97.3%
Number of schools	14	No change	16	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	9.6%	Down from 11.7%	3.4%	4.3%
Average age in years of school facilities	29	Down from 32	26	26
Number of schools with SACS accreditation	14	No change	14	8
Average administrator salary	\$70,511		\$67,300	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	9 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	10.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

The primary goal of Greenwood School District 50 is to provide an appropriately challenging education for all our students. As we review our district's student achievement data, we see that some students are not mastering the rigorous state academic standards in reading and mathematics. We have initiated several programs to narrow the achievement gap between groups in our student populations. These programs will ensure that all students are challenged in appropriate ways and that they make adequate academic progress.

Students and parents may see schedule changes, new types of instructional materials, differentiation in student instruction, and other strategies in our efforts to serve all students more effectively. Efforts will also include specific staff development activities and better analysis of data to enable our teachers to meet student needs.

In the 2004-2005 school year, we also face the challenge of implementing school choice in our elementary schools, as required by the federal No Child Left Behind legislation, despite the fact that all of our schools provide excellent instruction and services for students.

As the district continues to deal with budgetary constraints, the Board of Trustees, administrators, and teachers pledge to you their commitment to providing quality education for all students.

Please contact any of us to discuss these and other issues or to volunteer to make a difference for our students.

William P. Steed, Ed.D.
Superintendent